

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Admissions & Records

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Jason Cifra

Writer(s): Dorinna Manuel-Cortez

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

The CERC's recommendations for both the Admissions & Registration Office (2010) and the Records and Internal Management Office (R&IDM) (2012) addressed the need to better identify unit outcomes that are measurable, identify and implement meaningful assessment strategies, clarify how office operations are relevant to unit and institutional signposts of student success (e.g. enrollment, Native Hawaiian student success, etc.), and provide more details on staffing and resource issues.

The recommendations were valid and constructive. Both offices provide support services to students, faculty, staff and community members. It can be a challenge for service units to identify measurable student learning outcomes and assessment strategies, objectively articulate causality between services and the signposts of student success, and to measure human resource expenditure in terms of students served.

The Admissions & Registration Office wrote its comprehensive unit review in 2010. At that time, its SLOs were determined by the Office of Student Services and were difficult to measure and assess. The CERC recognized this issue and recommended the SLOs be revised. The SLOs were revised and labeled "Unit Outcomes" (UOs). Following a training with Dr. Terri Manning (June 2011) on developing unit outcomes, the Admissions & Registration Office developed three UOs and strategies to assess each UO, two at a time on a rotating schedule (see Attachment A - Admissions & Registration Office-Assessment Plan).

The office's assessment plan was conducted successfully for 2011-2012 (see Attachment B-Unit Assessment Status Update). Based on the results from the 2011-2012 assessment, the Admissions & Registration Office had decided to revise the manner by which UO2 was evaluated. The plan was to use focus groups to evaluate both UO2 and UO3.

The Vice Chancellor of Academic Affairs and Vice Chancellor of Student Affairs had agreed, in 2011 and 2012, respectively, to support the Admissions & Registration Office by providing facilitator(s) and resources to conduct the focus groups to assess the unit outcomes. Pilot focus groups (OCET and Part-time/Graduates) implemented by the VCs proved problematic and with the mini-reorganization of the ARO in disussion and implementation on the horizon, assessment activities for 2012-2013 were limited to data collection.

The R&IDM wrote its comprehensive unit review in 2012. The CERC recognized the unit's need for adequate staffing, the volume and importance of the services it offers and recommended that the unit develop measurable unit outcomes and assessment strategies. The R&IDM had not developed unit

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outcomes in 2007 and had intended to do so following Dr. Terri Manning's training. However, unexpected staff turnover and an increase in demand for R&IDM services impeded the staffs' ability to provide services and develop the office's outcomes and assessment strategies.

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The Admissions & Records Office (ARO) is a unit within the Division of Student Affairs and is under the purview of the Vice Chancellor of Student Affairs. In January 2000, the then ARO was separated into two offices - the Admissions & Registration Office and the Records & Internal Data Management Office. Admissions, registration, records maintenance, and Veterans Administration educational benefits functions and services were delegated between them. The two offices were supervised by the Admissions Specialist and the Registrar, respectively, and each operated autonomously while sharing the same physical space and a number of overlapping functions.

Effective July 16, 2013, the Admissions Specialist position was redescribed and renamed as the Registrar/Admissions and Records Manager (R/ARM). The two offices were rejoined and renamed the Admissions & Records Office with management responsibilities assigned to the R/ARM. The former Registrar position was redescribed and renamed as the Graduation Pathways and Data Facilitator (GPDF). The incumbents of each of the former positions, now hold the new positions, respectively, with direct report to the Vice Chancellor of Student Affairs. The ARO is located in building 378 on the Manono campus. The GPDF position is housed in an office in another building.

The ARO is responsible for all admissions, registration, records maintenance, and Veterans Administration benefits functions and services. It provide services to the entire Hawai'i Community College Kauhale - students, faculty, staff, administrators and the community.

Due to the recent reorganization described above, the ARO is in the midst of transitioning from two offices into one. As a singular office it did not exist during the assessment period, though its functions and services did. A number of changes have been made to the past practices of the former offices, affecting the relevance of some of the items/goals described in the offices' past unit reviews. In an effort to provide a meaningful review of the assessment period, the writer will assess data and information from both offices' operations and project onto the current year how the ARO might identify and assess its outcomes and degree of success in fulfilling its mission.

During the assessment period, the Admissions& Registration Office processed 3919 applications. The number of applications processed decreased by 2.7% compared to 2011-2012. The average processing time was 15 days for Fall 2012 and 5 days for Spring 2013, with an accuracy rate of 98%.

The R&IDM processed 1800 transcript requests, conferred 652 degree, processed 280 VA benefits certifications, and kept STAR and the BANNER articulation table up-to-date. It should be noted here that

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after an unexpected delay of up to six months and following the departure of the APT A, the R&IDM Office Assistant, Crystal McGrath, processed more than 200 transfer credit evaluations in the span of two weeks.

Prior to the mini-reorganization, the Admissions & Registration Office staff consisted of one APT B (Admissions Officer), half of an APT A (Admissions & Records Specialist), one Office Assistant IV, and 3-4 student employees. The R&IDM consisted of one APT B (Registrar), the other half of the APT A, one Office Assistant III, 8 student employees and 2-3 VA workstudy student employees.

Since the mini-reorganization, although approximately 75% of the duties and responsibilities of the R&IDM remained with the ARO, its staff consists of one APT B (R/ARM), one APT A (Admissions & Records Specialist) (vacant), one APT A (C3T2-Transcript Evaluator), one Office Assistant IV, one Office Assistant III, 5 student employees and 2-3 VA workstudy employees.

For 2012-2013, each office had a B-Budget of \$7,500. As of this writing, the ARO has been given \$3,500 to cover B-Budget expenses for what was once two offices with a combined budget of \$15,000.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

The mission of Hawai'i Community College's Admissions & Records Office's mission is to support student success through practices and policies that are Fair, Accurate, Service-oriented and Timely (F.A.S.T.).

Describe how this unit supports the College's mission.

The ARO "promotes student learning" by providing services which give the community access to the educational opportunities offered at Hawai'i Community College, performing functions which maintain the integrity of students' academic records, and facilitating student success through timely processing of transfer credit evaluations and transcript requests. The ARO "embraces our unique Hawai'i Island

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culture" by supporting active participation in cultural protocol and events (e.g. kīpaepae, Pāmaomao) and respect for cultural nuances when providing services. The ARO "inspires growth in the spirit of 'E 'Imi Pono'" through regular trainings and leadership development activities. And by nature of the services it provides, the ARO serves "all segments of our Hawai'i Island community."

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

Through the course of their academic journey, all students must access the services provided by the ARO. The ARO provides a number of ways by which students may communicate their needs and access services - over-the-counter, email, telephone, fax, paper and electronic forms and mail. The ARO's policies require students to provide accurate information by published deadlines, and the ARO has established practices to support students in meeting these requirements. By the time students graduate, they will have effectively communicated with the ARO on at least two occasions - application for admissions and application to graduate. Through its practices and consistent enforcement of its requirements, the ARO supports the Hawai'i Community College Kauhale in learning to communicate effectively in a variety of situations.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

The ARO provides a plethora of information via paper publication (college catalog), the internet (STAR, college website), email broadcasts, telephone, and face-to-face interactions. Students must utilize the information provided to make decisions about their academic journeys. In order to graduate, all students must successfully complete such tasks as applying to school, selecting a major, choosing appropriate courses, registering, making tuition payments, and applying to graduate. The ARO supports this ILO by frequently reviewing and revising the information it provides to ensure students have access to sufficient, meaningful and accurate information. By graduating, students demonstrate that they have successfully gathered, evaluated and analyzed this information in such a way as to utilize it to achieve their academic goals.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

The ARO staff and student employees are expected to support this ILO through active participation in campus events and by demonstrating values such as aloha, lōkahi and mālama. The R/ARM encourages active participation by allowing student employees to attend campus events as part of their work hours. Staff members cooperate to ensure each can attend events while maintaining coverage in the office. The ARO trains regularly on customer-service practices that respect diversity and the Hawaiian culture. Since all students must access the services offered by the ARO at some point in their academic journey,

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it is hoped that their interaction with the ARO staff and student employees will facilitate their ability to "contribute to our community in a manner that respects diversity and Hawaiian culture."

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Efficiency -- Healthy

Effectiveness -- Healthy

Other Data

See Attachment C-2012-2013 Annual Unit Review Other Data.xlsx

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
Admissions & Registration: Reduce avg application processing time to one week for Spring and one and a half weeks for Fall	Achieved for Spring. Kama'āina applications received in Fall of year prior inflates processing time. Fall 2013 Kama'āina applications were processed sooner. Expect to achieve goal for 2013-2014.
Admissions & Registration: Gather data for continuous evaluation	Focus groups delayed, still hoping to utilize as data gathering tool, will need administrative support; utilizing Academic Logic to track degree conferral, VA benefit recipients, complete withdrawals; utilizing Excel forms to track transfer credit evals and transcript request
Admissions & Registration: Explore options for storing health clearance	In-progress: purchased NeatDesk, scanning has started

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documents	
R&IDM: Qualified staff	Summer All-Staff training; Training Tuesdays - ARO closed at 3:00 PM for all-staff training; R/ARM attended AACRAO Registrar 101, VA Great Discussion, Registrar Round Table discussion
R&IDM: On-going and systematic assessment activities to refine its processes and improve services to support student success	The R&IDM was unable to meet this goal due to unexpected staff turnover and increased demand for services; the ARO is currently engaged in and developing its unit outcomes and assessment strategies
R&IDM: STAR	Delete - GPDF responsibility

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. Summer 2012 - Records Office Assistant III resigned same-day; replaced by qualified student employee; March 2013 - Admissions & Records Specialist (APT A) resigned, position is still vacant
2. April 2013 discussion and early implementation of mini-reorganization of ARO, official position July 16, 2013
3. May 2013 - C3T2 Grant Transcript Evaluator position (APT A equivalent) filled

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Staff and student employees have a high level of skill and understanding of their positions and demonstrate initiative and dedication to Hawai'i Community College and fulfilling its mission	Evidence: staff performance evaluations; reliance on former Admissions Officer to take on responsibilities as R/ARM; 98% accuracy rate when processing applications; long-term student employees Reason: Skilled and dedicated staff is a strength because they ensure excellent service delivery and create an atmosphere of success for the Kauhale
S2. Productivity and ability to change	Evidence: data indicates the R&IDM, in particular, processed more transcript requests, applications to graduate, VA benefits certifications, and conferred more degree during this assessment period compared to the prior assessment period; a number of policies and practices have been or are under revision to address changing needs and in response to technological advances Reason: This is a strength because increased productivity means the Kauhale receives services in a timely manner;

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	the ability to change and transform means that the unit will be better equipped to meet the changing needs of the Kauhale
S3. Collaboration with UHCC and UH system entities	<p>Evidence: frequent contact and discussion between the Admissions & Registration and R&IDM offices and UHCC and UH system entities, participation in the Registrar's Quarterly, VA Great Discussion, CCLC, etc.</p> <p>Reason: this is a strength because collaboration with other entities enable to the unit to operate more efficiently and effectively; collaboration also supports the unit in adhering to federal, state and UH rules and regulations.</p>

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. The ARO is currently understaffed and relies on a grant funded APT A position	<p>Evidence: The APT A Admissions & Records Specialist has not been filled yet. This position provides support in conferring degrees, admissions functions and office organization. The C3T2 Transcript Evaluator position will expire September 31, 2015. Both Office Assistants work approximately nine (9) hours of OT per week; work-study allotment was reduced from \$20,800 for 2012-2013 to \$17,000 for 2013-2014 and a reduction of the unit's B-Budget from \$15,000 to \$3,500 means the unit will need to use Transcript & Fees account monies to fund B-Budget purchases. This will reduce the amount available to cover student employee expenses. Student employees have been reduced from as many as 12 during 2012-2013 to five (5).</p> <p>Reason: This is a weakness because without adequate staffing, the ARO will not be able to provide timely services. Processing times will increase. The R/ARM will need to focus on service delivery, diverting her attention from policy/practice development, conducting staff training and implementing assessment strategies. This will negatively impact the unit's ability to meet its service goals/unit outcomes and improve the quality of the services provided.</p>
W2. Post-transition organization and training	<p>Evidence: SOP remains fragmented and incomplete. A number of policy changes are waiting to be proposed to the Academic Senate. The R/ARM has a cursory understanding of ARO functions, but there are a number of areas in which she needs more in-depth training. The Records Office Assistant requires more in-depth and hands-on training on her role as a School Certifying Official for VA benefits.</p> <p>Reason: This is a weakness because without readily available and clear communication on practices and</p>

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	<p>procedures and without staff members having sufficient training the ARO risks inconsistent service delivery and non-compliance with federal, state and UH system rules and regulations. In some instances, non-compliance could result in severe consequences to Hawai'i Community College and its students.</p>
<p>W3. Lack of electronic storage space and protocol</p>	<p>Evidence: The ARO is custodian to hundreds of thousands of pieces of paper. The file cabinets are stuffed and filing is difficult with files and papers wedge in so tightly. The office itself does not have any more physical space in which to add more file cabinets, nor does the ARO have a budget to purchase more cabinets (see W1). While the office has begun to scan medical documents to alleviate the space issue, it needs a dedicated server upon which to store the information.</p> <p>Reason: This is a weakness because the hundreds of thousands of sheets of paper require an inordinate amount of space, which the office does not have. It is also a weakness because it take an inordinate amount of human resources to shift files and file into tightly packed file cabinets.</p>

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

Recent changes with Financial Aid eligibility requirements has resulted in a need for the ARO to transcripts for transfer credits sooner. Previous practice was to require the student to register before the his/her transcript would be evaluated. Transcripts would not be evaluated until after the first week of instruction. This sometimes resulted in students finding that they were registered for a HawCC course that was no longer eligible for financial aid funding post-transcript evaluation. Furthermore, with the implementation of a process which automates transfer credits across the UH system, the ARO has adopted the practice of transferring in all credits, rather than just those that apply to a student major. The policy changes have been proposed to the Academic Senate.

These changes have increased the work load for the ARO because it now evaluates a greater number of the transcripts it received, instead of just those of registered students. The C3T2 Transcript Evaluator has primary responsibility and the Records Office Assistant provides support.

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Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Hire the APT A	Graduation	ILO 1	D.1	b.	
	Transfer	ILO 2	A2.1	New Strategy	
	None	None	B.1	a.	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Ensure sufficient staffing to provide quality services to current and increasing student population
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

The APT A position supports degree conferral (including reverse transfer, automatic degree conferral), commencement, admissions, and office organization which will enable the ARO to meet its admissions and service delivery goals
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Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Position advertisement to post	November 2013

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Screening Committee to convene, review applications, identify and interview candidates, submit summary to VCSA	January 2014
VCSA to select, offer, hire	February 2014

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Secure institutional funding for APT A Transcript Evaluator before October 2015	Graduation	ILO 1	D.1	b.	
	Transfer	ILO 2	A2.1	New Strategy	
	None	None	B.1	a.	

Narrative of New Action Strategy for Strategic Plan:

1. Ensure sufficient staffing to provide quality services to current and increasing student population
2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

The APT A Transcript Evaluator position enables the ARO to evaluate transcripts in a timely manner. Without this position, evaluations will take longer and students may not receive the information they need to make appropriate registration choices. Financial aid eligibility may be affected.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Gather data to demonstrate applicability of position to AMP, ILOs, Strategic Plan, etc	on-going
Report findings to VCSA	November 2014
Advocate for position prior to expiration of C3T2 funding	November 2014-June 2014
Advocate to start process of hire ASAP	June 2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance	Action Strategy	

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			Measure		
Create working SOP for ARO functions and office operations	None	None	None	New Strategy	
	None	None	None	New Strategy	
	None	None	None	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

The SOP will enable to ARO to deliver high quality and consistent services to the HawCC Kauhale. Thus, a working SOP supports the AMP, ILOs, and Strategic Plan, indirectly. Its creation will take a considerable number of hours and adequate staffing is essential to allow the R/ARM and the APT A Admissions & Records Specialist time to complete the action.

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
As best can, create SOP framework	November 2013-Summer 2014
Hire and train the APT A to understand office operations and functions	February 2014 - May 2014
Develop and complete the ARO SOP	Summer 2014

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
APT A Transcript Evaluator	Personnel	35000	D.1	b.		S1	W1
			A2.1	New Strategy		S2	None

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			B.1	a.		None	None
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[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

The current position is funded until October 2015. Experience has shown it can take awhile to get positions funded, so the writer is starting now. Without this position, the ARO will not be able to process transcript evaluations and prior learning assessment credentialing in a timely manner.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy			
					Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Fund student employees during Summer 2014	Personnel	15000	D.1	b.		S1	W1
			A2.1	New Strategy		S2	None
			None	New Strategy		None	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Due to the reduction in B-Budget funds, the ARO must rely on its Transcript & Fees account to pay for B-Budget items. In the past, the R&IDM relied on the Transcript & Fees account to fund summer student employment. The Admissions & Registration Office relied on the Tuition & Fees account. Both offices used nearly \$15,000 for Summer 2013 student employment. Without the student employees, the ARO will not be able to provide services in a timely manner. It will take much longer to process applications, transcript requests and evaluate transcripts for transfer credits. Also, without the student employees, the R/ARM will need to focus on service delivery and will not be able to focus on creating the SOP, which she is planning on complete during the summer.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy			
					Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1

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			A1.1	New Strategy	S1	W1
			A1.1	New Strategy	S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	The Admissions & Registration Office will process admission applications in a timely manner.
2	<input type="checkbox"/>	The Admissions & Registration Office will deliver excellent and efficient customer service.
3	<input type="checkbox"/>	The Admissions & Registration Office will provide clear, pertinent and accurate policy and procedural information through a variety of media.
4	<input type="checkbox"/>	The R&IDM Office seeks to ensure that all staff members are well-trained and qualified to provide timely and accurate services that are in compliance with applicable Federal, State, and University procedures, policies and mandates.
5	<input type="checkbox"/>	STAR will be completed for each program and the Banner articulation table will be assessed, corrected, and updated so that standard transfer credits will post correctly and the power of STAR Audit Degree will continue to be the official program to validate graduation degree verifications. The R&IDM Office will continue to be an example of "E 'Imi Pono" by identifying processes that exponentially improve service systems and continue the work that brings these goals to fruition.
6	<input type="checkbox"/>	Assessment and accountability is the cornerstone of E 'Imi Pono. The R&IDM will use ongoing and systematic evaluation and planning to refine its processes and improve services to the Kauhale.
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity

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U01) Timely manner was re-defined in January 2012 as “applications for the Fall semester will be accepted within 14 calendar days and applications for the Spring semester will be accepted within 7 calendar days.”

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Assessment was performed on data gathered from StuPool wherein the application date was compared to the acceptance date to determine the number of days from receipt to acceptance.

C) Results of Unit Assessment

It was determined that applications for Fall 2012 were accepted in, on average, 15 days. Applications for Spring 2013 were accepted in, on average, 5 days. The outcome was achieved for Spring 2013. The outcome was not achieved for Fall 2012. Kama'āina applications received in Fall of year prior inflates processing time.

D) Other Comments – Include any information that will clarify the assessment process report. Due to the (re)formation of the ARO, unit outcomes and assessment strategies are being revised.

E) Next Steps – Describe what the unit will do to improve the results.

The ARO has established its mission and vision (see Attachment C-ARO Mission and Vision). By the end of the Fall 2013 semester, the ARO will have developed its Unit Outcomes and assessment strategies. The assessment strategies will be implemented during the Spring 2014 semester and the data gathered will inform the ARO's Annual Unit Review for 2013-2014 and 2014-2015.